



IDAHO REPORT

2001

College- Bound Seniors

A Profile of SAT® Program Test Takers



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The SAT® Program

The SAT® I: Reasoning Test and the SAT II: Subject Tests, the primary components of the SAT Program, are designed to assess many of the skills that are important to students' success in college. Because the subject matter of high school courses as well as grading standards vary widely, the tests have been developed to provide a common standard against which students can be compared. Most students also complete the optional Student Descriptive Questionnaire (SDQ) when they register to take SAT Program tests, providing valuable contextual information to aid in interpreting and understanding individual and group scores.

Using This Report

This *Profile of College-Bound Seniors* presents data for high school graduates in the year 2001 who participated in the SAT Program during their high school years. Students are counted once no matter how often they tested, and only their latest scores and most recent SDQ responses are summarized. Because the accuracy of self-reported information has been documented and the college-bound senior population is relatively stable from year to year, SDQ responses from these students can be considered highly accurate. Therefore, you can use this report to:

- interpret scores of individual students within the broader context of data aggregated across groups of college-bound seniors;
- study changes over time in the characteristics of students taking SAT tests; and

- look at year-to-year educational and demographic changes in this population, along with changes in test performance.

Keep in mind, however, that:

- relationships between test scores and other factors such as educational background, gender, racial/ethnic background, parental education, and household income are complex and interdependent. These factors do not directly affect test performance; rather, they are associated with educational experiences both on tests such as the SAT I and in schoolwork.
- not all students in a high school, school district, or state take the SAT I. Since the population of test takers is self-selected, using aggregate SAT I scores to compare or evaluate teachers, schools, districts, states or other educational units is not valid, and the College Board strongly discourages such uses.
- interpreting SAT I scores for subgroups requires unique considerations. The most significant factor to consider in interpreting SAT I scores for any group, or subgroup, of test takers is the proportion of students taking the test. For example, if state data are being considered, it is appropriate to recognize that in some states there are lower participation rates. Typically, test takers in these states have strong academic backgrounds and apply to the nation's most selective colleges and scholarship programs. For these states, it is expected that the SAT I mean scores reported for students will be higher than the national average.

**Table A. National Mean SAT/SAT I Scores
for College-Bound Seniors, 1972-2001*
(Recentered Scale)**

Year	Verbal			Math		
	Male	Female	Total	Male	Female	Total
1972	531	529	530	527	489	509
1973	523	521	523	525	489	506
1974	524	520	521	524	488	505
1975	515	509	512	518	479	498
1976	511	508	509	520	475	497
1977	509	505	507	520	474	496
1978	511	503	507	517	474	494
1979	509	501	505	516	473	493
1980	506	498	502	515	473	492
1981	508	496	502	516	473	492
1982	509	499	504	516	473	493
1983	508	498	503	516	474	494
1984	511	498	504	518	478	497
1985	514	503	509	522	480	500
1986	515	504	509	523	479	500
1987	512	502	507	523	481	501
1988	512	499	505	521	483	501
1989	510	498	504	523	482	502
1990	505	496	500	521	483	501
1991	503	495	499	520	482	500
1992	504	496	500	521	484	501
1993	504	497	500	524	484	503
1994	501	497	499	523	487	504
1995	505	502	504	525	490	506
1996	507	503	505	527	492	508
1997	507	503	505	530	494	511
1998	509	502	505	531	496	512
1999	509	502	505	531	495	511
2000	507	504	505	533	498	514
2001	509	502	506	533	498	514

*For 1972-1986 a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987-1995 individual student scores were converted to the recentered scale and then the mean was recomputed. From 1996-1999, nearly all students received scores on the recentered scale. Any score on the original scale was converted to the recentered scale prior to computing the mean. For 2000 and 2001, all scores are reported on the recentered scale.

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Table 1

2001 Profile of College-Bound Seniors

IDAHO

Points to Note for this Report

- This report summarizes information for seniors who took the SAT I: Reasoning Test and/or SAT II: Subject Tests any time during their high school years through March 2001. If a student took a test more than once, the most recent score is used. Students are counted once no matter how often they tested.
- Mean scores are reported when there are 5 or more test takers.
- Standard deviations are reported when there are 25 or more test takers.
- Percentiles (75th, 50th, and 25th) are reported when there are 20 or more test takers.
- "No response" indicates that students skipped that question when they completed their Student Descriptive Questionnaire (SDQ).
- The most recent responses to the SDQ are summarized.

Students Who Registered for the SAT I: Reasoning Test or an SAT II: Subject Test	SAT I Mean Scores				
	Male	Female	Total	Verbal	Math
Total Number of Students	1,468	1,705	3,173		
Students with at Least One Student Descriptive Questionnaire (SDQ) Response	1,421	1,667	3,088		
Percent with at Least One SDQ Response	97	98	97		
SAT Program Test Takers					
All Students with Either SAT I or SAT II Scores	1,339	1,586	2,925		
Students with SAT I Scores	1,332	1,575	2,907	543	542
Students with SAT II Scores	158	148	306		
Students with Both SAT I and SAT II Scores	151	137	288	634	640
Year in Which Seniors Last took SAT I					
Senior	924	1,093	2,017	540	536
Junior	399	472	871	548	554
Sophomore	9	8	17	515	521
Freshman		2	2		

Information about years of study and honors was collected differently for paper and Web registrations. These questions were abbreviated slightly on the Web to speed up the registration process. The information about Honors will be available later this year.



Table 2

2001 Profile of College-Bound Seniors Academic Record IDAHO

High School Rank	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Top Tenth	828	38	42	58	599	609
Second Tenth	544	25	47	53	548	550
Second Fifth	478	22	44	56	512	511
Third Fifth	285	13	46	54	477	467
Fourth Fifth	33	2	48	52	436	425
Fifth Fifth	12	1	83	17	489	462
No Response	727					

High School Grade Point Average						
A+ (97-100)	293	11	43	57	615	624
A (93-96)	769	29	39	61	578	583
A- (90-92)	561	22	42	58	548	548
B (80-89)	830	32	48	52	502	495
C (70-79)	152	6	66	34	466	453
D, E, or F (Below 70)	2	0	100			
No Response	300					

Mean Grade Point Average: All Students 3.53

Years of Study in Six Academic Subjects

20 or More Years
19 or 19½ Years
18 or 18½ Years
17 or 17½ Years
16 or 16½ Years
15 or 15½ Years
Less Than 15 Years
No Response

Data are not available. Please see the explanation on page 1.

Academic Subject	Average Years of Study			Grade Point Average: For Each Subject		
	Male	Female	Total	Male	Female	Total
Arts and Music				3.76	3.89	3.84
English				3.40	3.61	3.52
Foreign and Classical Languages				3.32	3.55	3.45
Mathematics				3.35	3.30	3.32
Natural Sciences				3.45	3.49	3.47
Social Sciences and History				3.55	3.62	3.59
Total for All Subjects				Mean Grade Point Average: All Students		
				Male	Female	Total
				3.44	3.60	3.53

Data are not available.
Please see the explanation
on page 1.

**Table
3-1**
2001 Profile of College-Bound Seniors
Course-Taking Patterns
IDAHO

English	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Years of Study						
More Than 4 Years	234	9	47	53	551	558
4 Years	1,885	75	44	56	547	546
3 Years	359	14	46	54	528	534
2 Years	28	1	32	68	491	473
1 Year	12	0	50	50	486	492
One-half Year or Less	2	0	50	50		
No Response	387					
Course Work or Experience						
American Literature	2,104	88	43	57	552	550
Grammar	1,771	74	44	56	554	552
Composition	1,722	72	44	56	559	556
Literature Historical Periods	1,353	57	42	58	565	559
British Literature	792	33	43	57	576	562
Speaking and Listening	1,258	53	44	56	555	554
Literature Other Country	495	21	42	58	567	559
English as a Second Language	60	3	33	67	452	528
Honors Course Taken	870	35	39	61	596	587

Mathematics**Years of Study**

More Than 4 Years	Data are not available. Please see the explanation on page 1.					
4 Years						
3 Years	740	30	37	63	521	506
2 Years	97	4	42	58	495	456
1 Year	12	0	58	42	504	493
One-half Year or Less	5	0	60	40	440	586
No Response	399					

Course Work

Algebra	2,505	97	44	56	544	543
Geometry	2,476	96	44	56	546	546
Trigonometry	1,059	41	48	52	567	579
Precalculus	1,245	48	49	51	575	591
Other Math Courses	630	24	44	56	537	531
Calculus	685	27	52	48	591	620
Computer Math	136	5	68	32	561	571

Honors Course Taken Data are not available. Please see the explanation on page 1.

Table 3-2

2001 Profile of College-Bound Seniors Course-Taking Patterns (Continued) IDAHO

Natural Sciences	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Years of Study						
More Than 4 Years	Data are not available. Please see the explanation on page 1.					
4 Years						
3 Years	981	39	41	59	533	526
2 Years	273	11	40	60	516	505
1 Year	63	3	52	48	487	481
One-half Year or Less	14	1	50	50	446	485
No Response	416					
Course Work						
Biology	2,438	95	44	56	544	542
Chemistry	1,976	77	45	55	556	560
Physics	1,123	44	53	47	570	583
Geology, Earth Science, or Space Science	1,790	69	44	56	546	545
Other Sciences	828	32	40	60	535	527
Honors Course Taken	Data are not available. Please see the explanation on page 1.					

Social Sciences and History

Years of Study						
More Than 4 Years	Data are not available. Please see the explanation on page 1.					
4 Years						
3 Years	826	33	43	57	543	547
2 Years	388	15	41	59	530	525
1 Year	81	3	36	64	510	510
One-half Year or Less	16	1	44	56	446	450
No Response	401					
Course Work						
U.S. History	2,531	98	44	56	544	543
World History or Cultures	1,430	55	47	53	547	544
U.S. Government or Civics	2,111	82	43	57	547	546
Economics	1,983	77	42	58	547	546
Geography	882	34	45	55	533	535
Psychology	584	23	35	65	540	530
European History	305	12	54	46	564	556
Other Courses	277	11	47	53	560	554
Sociology	259	10	38	62	523	512
Ancient History	193	7	52	48	563	558
Anthropology	22	1	59	41	494	541
Honors Course Taken	Data are not available. Please see the explanation on page 1.					

Table 3-3

2001 Profile of College-Bound Seniors Course-Taking Patterns (Continued) IDAHO

Foreign and Classical Languages

Years of Study

More Than 4 Years

4 Years

3 Years

2 Years

1 Year

One-half Year or Less

No Response

SAT I Test Takers

Number

Percent

Percent

Male

Female

SAT I Mean Scores

Verbal

Math

Data are not available. Please see the explanation on page 1.

562 22 39 61 572 567

1,195 47 46 54 534 537

269 11 51 49 515 503

153 6 56 44 497 498

386

Course Work

Chinese

French

German

Greek

Hebrew

Italian

Japanese

Korean

Latin

Russian

Spanish

Other Languages

11 0 73 27 451 545

559 22 32 68 558 550

232 9 53 47 549 553

17 1 35 65 565 543

9 0 67 33 569 598

13 1 38 62 516 523

58 2 45 55 572 567

6 0 17 83 533 577

122 5 48 52 617 586

11 0 27 73 437 508

1,751 68 44 56 539 540

40 2 40 60 493 522

Honors Course Taken

Data are not available. Please see the explanation on page 1.

Arts and Music

Years of Study

More Than 4 Years

4 Years

3 Years

2 Years

1 Year

One-half Year or Less

No Response

264 11 31 69 570 550

358 15 35 65 563 550

296 12 35 65 544 535

381 16 39 61 539 534

475 19 47 53 541 544

665 27 57 43 536 549

468

Course Work or Experience

Acting or Play Production

Art History or Appreciation

Dance

Drama: Study or Appreciation

Music: Study or Appreciation

Music Performance

Photography or Film

Studio Art and Design

None

555 23 34 66 564 544

367 15 38 62 557 540

265 11 7 93 542 528

402 17 33 67 557 535

373 15 40 60 571 557

1,124 46 36 64 560 557

451 19 35 65 552 542

486 20 42 58 547 544

498 21 59 41 527 540

Honors Course Taken

185 8 38 62 576 562

Computer Course Work or Experience

Computer Literacy

Computer Programming

Word Processing

Internet Activity

Using Computer Graphics

Creating Spreadsheets/Databases

None

1,843 74 44 56 550 549

382 15 69 31 562 574

2,016 81 45 55 550 549

1,590 64 45 55 554 553

844 34 53 47 554 559

914 37 52 48 553 557

188 8 38 62 543 546

Table 4-1

2001 Profile of College-Bound Seniors Background Information IDAHO

SAT I Test Takers Who Described Themselves as:	Number of			Percent	
	Males	Females	Total	Male	Female
American Indian or Alaskan Native	7	12	19	37	63
Asian, Asian American, or Pacific Islander	43	53	96	45	55
African American or Black	4	3	7	57	43
Hispanic or Latino Background:					
Mexican or Mexican American	17	24	41	41	59
Puerto Rican	1	3	4	25	75
Latin American, South American, Central American, or Other Hispanic or Latino	14	13	27	52	48
White	998	1,251	2,249	44	56
Other	23	28	51	45	55
No Response	225	188	413	54	46

SAT I Test Takers Who Described Themselves as:	Number of			Percent Responding		
	Males	Females	Total	Male	Female	Total
American Indian or Alaskan Native	7	12	19	1	1	1
Asian, Asian American, or Pacific Islander	43	53	96	4	4	4
African American or Black	4	3	7	0	0	0
Hispanic or Latino Background:						
Mexican or Mexican American	17	24	41	2	2	2
Puerto Rican	1	3	4	0	0	0
Latin American, South American, Central American, or Other Hispanic or Latino	14	13	27	1	1	1
White	998	1,251	2,249	90	90	90
Other	23	28	51	2	2	2
Total	1,107	1,387	2,494	100	100	100

SAT I Test Takers Who Described Themselves as:	SAT I Verbal						SAT I Math					
	Mean Scores			Standard Deviations			Mean Scores			Standard Deviations		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
American Indian or Alaskan Native	499	486	491				543	477	501			
Asian, Asian American, or Pacific Islander	542	509	524	144	100	123	591	546	566	118	97	110
African American or Black			489						483			
Hispanic or Latino Background:												
Mexican or Mexican American	459	501	484			98	496	502	499			102
Puerto Rican												
Latin American, South American, Central American, or Other Hispanic or Latino	518	461	490			72	561	491	527			103
White	550	542	546	99	94	96	564	529	545	98	93	97
Other	542	571	558		105	115	549	518	532		108	102
No Response	547	536	542	100	91	97	548	507	529	106	92	102

**Table
4-2**

**2001 Profile of College-Bound Seniors
Background Information (Continued)
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	SAT I Test Takers		Percent		SAT I Verbal		SAT I Math	
	Number	Percent	Male	Female	Mean Scores	Standard Deviations	Mean Scores	Standard Deviations
All SAT I Test Takers	2,907		46	54	543	98	542	99
First Language Learned								
English	2,360	94	44	56	548	96	546	98
English and Another Language	88	4	43	57	510	113	525	107
Another Language	64	3	44	56	455	116	530	113
No Response	395							
Citizenship								
U.S. Citizen or U.S. National	2,539	98	44	56	547	97	545	98
U.S. Permanent Resident or Refugee	26	1	46	54	443	120	515	112
Citizen of Another Country	23	1	61	39	454		563	
Other, Unknown, or No Response	319							
Disabling Condition								
Yes	142	5	48	52	515	109	514	103
No Response or Unknown	2,765	95	46	54				
SAT I Taken Under								
Standard Conditions	2,885	99	46	54	543	98	542	99
Nonstandard Conditions	22	1	64	36	505		480	
Plans to Apply for Financial Aid								
Yes	1,957	78	43	57	548	98	547	98
No	141	6	52	48	525	97	530	92
Don't Know	421	17	49	51	532	101	536	101
Family Income								
Less Than \$10,000	52	2	48	52	534	124	551	106
\$10,000 - \$20,000	107	5	38	62	529	102	523	95
\$20,000 - \$30,000	227	11	42	58	529	101	526	97
\$30,000 - \$40,000	290	14	41	59	525	94	519	91
\$40,000 - \$50,000	273	13	42	58	541	96	539	92
\$50,000 - \$60,000	242	12	49	51	546	98	543	101
\$60,000 - \$70,000	203	10	41	59	545	97	545	90
\$70,000 - \$80,000	179	9	49	51	559	94	561	98
\$80,000 - \$100,000	218	10	40	60	557	91	565	97
More Than \$100,000	296	14	52	48	574	93	576	98
No Response	820							
Highest Level of Parental Education								
No High School Diploma	10	0	50	50	458		504	
High School Diploma	684	28	38	62	510	94	511	96
Associate's Degree	241	10	47	53	526	92	525	92
Bachelor's Degree	828	34	45	55	554	94	554	94
Graduate Degree	695	28	49	51	576	98	576	95
Calculator Experience								
Use Almost Every Day	1,845	77	45	55	555	96	561	95
Use Once or Twice Weekly or Less	552	23	43	57	522	101	508	93
Never Use or No Response	510							
Took the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)								
Only as a Junior	1,163	47	44	56	546	94	546	95
As a Sophomore or Younger, or as both a Jr. & a Soph. or Younger	741	30	41	59	580	97	577	96
No	584	23	49	51	504	93	508	92

Table 5

2001 Profile of College-Bound Seniors College Plans IDAHO

Intended College Major	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
Agriculture or Natural Resources	55	2	35	65	521	504
Architecture or Environmental Design	68	3	54	46	520	542
Arts: Visual and Performing	188	8	31	69	562	527
Biological Sciences	175	7	41	59	567	562
Business and Commerce	260	11	50	50	521	535
Communications	92	4	28	72	562	520
Computer or Information Sciences	131	5	80	20	563	585
Education	205	8	17	83	521	514
Engineering	262	11	81	19	562	602
Foreign or Classical Languages	17	1	12	88	570	515
General or Interdisciplinary	10	0	30	70	630	575
Health and Allied Services	382	16	29	71	530	535
Home Economics	10	0	10	90	557	567
Language and Literature	41	2	27	73	619	569
Library and Archival Sciences	1	0		100		
Mathematics	24	1	71	29	539	610
Military Sciences	21	1	71	29	543	549
Philosophy, Religion, or Theology	16	1	56	44	569	559
Physical Sciences	45	2	69	31	549	599
Public Affairs and Services	36	1	33	67	535	523
Social Sciences and History	237	10	33	67	561	541
Technical and Vocational	28	1	71	29	474	481
Undecided	152	6	49	51	545	549
Degree-Level Goal						
Certificate Program	19	1	58	42	467	442
Associate's Degree	28	1	32	68	444	474
Bachelor's Degree	629	26	45	55	518	516
Master's Degree	738	30	47	53	550	553
Doctoral or Related Degree	609	25	44	56	580	584
Other	6	0	50	50	522	523
Undecided	414	17	40	60	544	534
Plans for Advanced Standing in College Courses						
Art	65	3	38	62	540	505
Biology	301	12	42	58	589	592
Chemistry	229	9	61	39	592	615
Computer Science	116	5	78	22	575	606
English	747	31	40	60	602	586
Foreign Languages	272	11	34	66	586	589
Humanities	130	5	41	59	607	584
Mathematics	726	30	51	49	587	617
Music	132	5	42	58	565	558
Physics	242	10	68	32	605	632
Social Studies	422	17	49	51	612	601
None of These	1,015	42	42	58	505	502

Table 6

2001 Profile of College-Bound Seniors Score Distributions SAT I: Reasoning Test IDAHO

Verbal

Score Ranges	Number of			Percent		
	Males	Females	Total	Male	Female	Total
750-800	31	30	61	2	2	2
700-749	78	58	136	6	4	5
650-699	117	121	238	9	8	8
600-649	207	207	414	16	13	14
550-599	247	319	566	19	20	19
500-549	235	339	574	18	22	20
450-499	213	250	463	16	16	16
400-449	114	154	268	9	10	9
350-399	61	61	122	5	4	4
300-349	15	28	43	1	2	1
250-299	11	7	18	1	0	1
200-249	3	1	4	0	0	0

Math

	Number of			Percent		
	Males	Females	Total	Male	Female	Total
	35	16	51	3	1	2
	92	39	131	7	2	5
	156	119	275	12	8	9
	218	204	422	16	13	15
	256	267	523	19	17	18
	240	320	560	18	20	19
	157	286	443	12	18	15
	106	201	307	8	13	11
	47	85	132	4	5	5
	17	29	46	1	2	2
	6	6	12	0	0	0
	2	3	5	0	0	0

	Number of		
	Males	Females	Total
Number	1,332	1,575	2,907
Mean	547	539	543
Standard Deviation	102	95	98
Percentile			
75th	610	600	610
50th (Median)	550	540	540
25th	480	480	480

	Number of		
	Males	Females	Total
	1,332	1,575	2,907
	561	526	542
	100	94	99
	640	590	610
	560	520	540
	490	460	470

NATIONAL

Number	592,366	683,954	1,276,320
Mean	509	502	506
Standard Deviation	112	109	111
Percentile			
75th	590	580	580
50th (Median)	510	500	500
25th	430	430	430

592,366	683,954	1,276,320
533	498	514
115	109	113
610	570	590
530	500	510
450	420	440

Table 7-1

2001 Profile of College-Bound Seniors Score Distributions SAT II: Subject Tests IDAHO

Students who took one or more different SAT II: Subject Tests.

Number of
Subject Tests

Number

Percent

1

7

2

2

17

6

3

245

80

4 or more

37

12

Score Ranges	English		Literature		History and Social Studies			
	Writing Number	Percent	Number	Percent	American History Number	Percent	World History Number	Percent
750-800	27	10	7	9	6	6		
700-749	41	14	7	9	13	12		
650-699	55	19	12	16	13	12	1	33
600-649	57	20	19	26	18	17	1	33
550-599	45	16	13	18	25	24		
500-549	30	11	8	11	18	17		
450-499	22	8	4	5	7	7		
400-449	3	1	3	4	3	3	1	33
350-399	4	1	1	1	2	2		
300-349								
250-299								
200-249								
Number	284		74		105		3	
Mean	624		614		599			
Standard Deviation	93		92		91			
Percentile								
75th	690		660		660			
50th (Median)	630		620		590			
25th	570		560		530			

Students Who Also Have SAT I Scores

Number	268	68	100	2
Verbal				
Mean	639	638	635	
Standard Deviation	90	86	89	
Math				
Mean	644	624	622	
Standard Deviation	84	80	78	

Points to Note:

- Includes scores placed on hold by students and not released.
- All scores for the SAT II: Writing Test are on the adjusted scale introduced May 1998.
- For the 288 students who took any SAT II: Subject Test and the SAT I test, the mean SAT I verbal score was 634 (standard deviation = 91) and the mean SAT I math score was 640 (standard deviation = 85).
- Averages across Subject Tests are no longer reported. Because the average reflects different combinations of tests, scores on individual tests are more useful.

Table 7-2

2001 Profile of College-Bound Seniors Score Distributions SAT II: Subject Tests (Continued) IDAHO

Score Ranges	Math				Science									
	Math Level IC		Math Level IIC		Biology		Biology-E		Biology-M		Chemistry		Physics	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	2	1	23	16			4	13	3	16	11	18	6	21
700-749	20	14	25	17			7	22	7	37	6	10	5	18
650-699	23	16	39	27			5	16	2	11	11	18	5	18
600-649	30	21	27	18	1	50	5	16	3	16	12	20	3	11
550-599	28	20	22	15			3	9	1	5	8	13	3	11
500-549	25	17	10	7			5	16	1	5	11	18	6	21
450-499	9	6					2	6			2	3		
400-449	5	3	1	1	1	50	1	3						
350-399	1	1							2	11				
300-349														
250-299														
200-249														
Number	143		147		2		32		19		61		28	
Mean	598		661				632		648		639		654	
Standard Deviation	83		78				98				95		93	
Percentile														
75th	660		710				710				700		720	
50th (Median)	600		660				640				620		650	
25th	540		600				540				550		550	
Students Who Also Have SAT I Scores														
Number	134		142		2		31		17		58		26	
Verbal														
Mean	615		657				627		688		651		641	
Standard Deviation	89		91				106				94		99	
Math														
Mean	615		685				650		674		684		674	
Standard Deviation	73		68				91				80		79	

Point to Note: Includes scores placed on hold by students and not released.

Table 7-3

2001 Profile of College-Bound Seniors Score Distributions SAT II: Subject Tests (Continued) IDAHO

Score Ranges	Foreign and Classical Languages											
	Chinese with Listening		French		French with Listening		German		German with Listening		Modern Hebrew	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	1	100	2	11								
700-749			1	6								
650-699			2	11					1	50		
600-649			1	6								
550-599			2	11								
500-549			4	22					1	50		
450-499			3	17	1	100						
400-449			2	11								
350-399			1	6								
300-349												
250-299												
200-249												
Number	1		18		1				2			
Mean			560									
Standard Deviation												
Percentile												
75th												
50th (Median)												
25th												
Students Who Also Have SAT I Scores												
Number	1		17		1				2			
Verbal												
Mean			656									
Standard Deviation												
Math												
Mean			607									
Standard Deviation												

Points to Note:

- Includes scores placed on hold by students and not released.
- Provisional scores reported for students who took Chinese with Listening in April 1994 are not included on this report. Comparisons between the provisional scores and subsequent scores on this test should not be made.

Table 7-4

2001 Profile of College-Bound Seniors Score Distributions SAT II: Subject Tests (Continued) IDAHO

Foreign and Classical Languages (Continued)

Score Ranges	Italian		Japanese with Listening		Korean with Listening		Latin		Spanish		Spanish with Listening	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
750-800	1	100										
700-749											2	40
650-699									2	13		
600-649									3	19	1	20
550-599									2	13	2	40
500-549									5	31		
450-499												
400-449									3	19		
350-399									1	6		
300-349												
250-299												
200-249												
Number	1								16		5	
Mean									541		632	
Standard Deviation												
Percentile												
75th												
50th (Median)												
25th												
Students Who Also Have SAT I Scores												
Number	1								16		5	
Verbal												
Mean									623		630	
Standard Deviation												
Math												
Mean									642		684	
Standard Deviation												

Points to Note:

- Includes scores placed on hold by students and not released.
- Provisional scores reported for students who took Japanese with Listening in April 1993 and Korean with Listening in November 1997 are not included on this report. Comparisons between the provisional scores and subsequent scores on these tests should not be made.

Table

7-5

2001 Profile of College-Bound Seniors

ELPT™ (English Language Proficiency Test™)

IDAHO

Score Distribution

Score Ranges	Total		Ranges	Reading Subscore		Ranges	Listening Subscore		Ranges	Reading Proficiency	
	Number	Percent		Number	Percent		Number	Percent		Number	Percent
990-999			46-50			46-50			H		
980-989			41-45			41-45			A		
970-979			36-40			36-40			+		
960-969			31-35			31-35			I		
950-959			26-30			26-30			L		
940-949			21-25			21-25				Listening Proficiency	
930-939			16-20			16-20			Ranges	Number	Percent
920-929			11-15			11-15			H		
910-919			06-10			06-10			A		
901-909			01-05			01-05			+		
									I		
									L		
Number											
Mean											
Standard Deviation											
Percentile											
75th											
50th (Median)											
25th											
Students Who Also Have SAT I Scores											
Number											
Verbal											
Mean											
Standard Deviation											
Math											
Mean											
Standard Deviation											

Point to Note: Whereas most SAT II tests are achievement tests in a given curriculum area or academic subject, the ELPT is a proficiency test in the area of English as a Second Language. As such, the ELPT should not be linked to the SAT II 200-800 score scale used for subject achievement tests. ELPT is on a separate scale ranging from 901-999.

Table 8

2001 Profile of College-Bound Seniors High School Information IDAHO

Size of Senior Class	SAT I Test Takers		Percent		SAT I Mean Scores	
	Number	Percent	Male	Female	Verbal	Math
More than 1,000	48	2	44	56	529	520
750 - 1,000						
500 - 749	106	4	47	53	554	569
250 - 499	1,279	47	44	56	547	550
100 - 249	796	29	48	52	540	543
Fewer than 100	510	19	45	55	541	524
Unknown	168					
Type of High School						
Public	2,377	87	45	55	542	545
Religiously Affiliated	277	10	46	54	558	537
Independent	87	3	59	41	527	498
Other or Unknown	166					
Location of High School						
Large City	108	4	51	49	561	562
Medium-size City	1,028	37	45	55	551	551
Small City or Town	965	35	44	56	541	541
Suburban						
Rural	647	24	48	52	534	531
Unknown	159					

Point to Note: Charter, Correspondence, Home and Non-Accredited Schools are included in Type of High School as Other or Unknown.

Table 9

2001 Profile of College-Bound Seniors Colleges, Universities, and Scholarship Programs IDAHO

**Colleges, universities, and scholarship programs that received the most
SAT Program Score Reports from your students.**

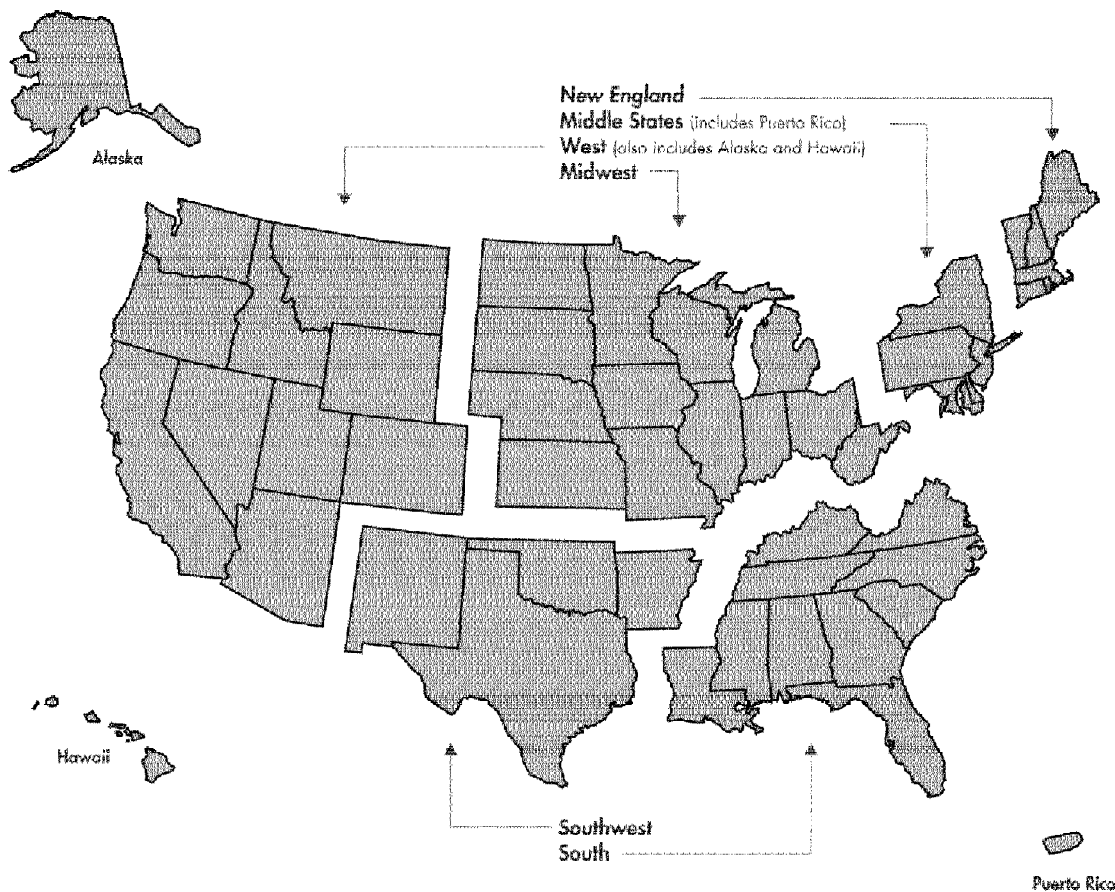
Institution	State	Type	Number of Students	Percent of Score Senders
UNIV IDAHO	ID	Public	1,080	42.8
BOISE STATE UNIVERSITY	ID	Public	857	34.0
UNIV WASHINGTON	WA	Public	329	13.0
ALBERTSON COLLEGE OF IDAHO	ID	Private	327	13.0
IDAHO STATE UNIVERSITY	ID	Public	316	12.5
WASHINGTON STATE UNIV	WA	Public	300	11.9
UNIV OREGON	OR	Public	203	8.0
NORTH IDAHO COLLEGE	ID	Public	202	8.0
GONZAGA UNIVERSITY	WA	Private	167	6.6
NATIONAL MERIT SCHOL PROGRAM	IL		160	6.3
STANFORD UNIVERSITY	CA	Private	160	6.3
OREGON STATE UNIVERSITY	OR	Public	152	6.0
UNIV PUGET SOUND	WA	Private	129	5.1
LEWIS CLARK STATE COLLEGE	ID	Public	129	5.1
BRIGHAM YOUNG UNIV UTAH	UT	Private	129	5.1
RICKS COLLEGE	ID	Private	116	4.6
ARIZONA STATE UNIV TEMPE	AZ	Public	109	4.3
UNIV COLORADO BOULDER*	CO	Public	101	4.0
UNIV PORTLAND	OR	Private	101	4.0
NORTHWEST NAZARENE UNIVERSITY	ID	Private	99	3.9
UNIV CALIF BERKELEY	CA	Public	94	3.7
UTAH STATE UNIVERSITY	UT	Public	93	3.7
UNIV MONTANA	MT	Public	92	3.6
HARVARD UNDERGRAD ADM	MA	Private	91	3.6
COLL SOUTHERN IDAHO	ID	Public	90	3.6
SEATTLE PACIFIC UNIVERSITY	WA	Private	90	3.6
UNIV UTAH	UT	Public	89	3.5
MONTANA STATE UNIV BOZEMAN	MT	Public	88	3.5
UNIV SOUTHERN CALIFORNIA	CA	Private	81	3.2
PEPPERDINE UNIVERSITY	CA	Private	81	3.2
UNIV CALIF LOS ANGELES	CA	Public	78	3.1
NCAA INITIAL ELIG CLEARINGHSE	IA		77	3.1
SEATTLE UNIVERSITY	WA	Private	72	2.9
UNIV SAN DIEGO	CA	Private	66	2.6
UNIV CALIF SAN DIEGO	CA	Public	66	2.6
MASS INSTITUTE TECHNOLOGY	MA	Private	65	2.6
WHITWORTH COLLEGE	WA	Private	64	2.5
WHITMAN COLLEGE	WA	Private	63	2.5
COLORADO STATE UNIVERSITY	CO	Public	60	2.4

862 Number of colleges, universities, or scholarship programs, not listed, that received reports from your students.

901 Total number of colleges, universities, or scholarship programs that received reports from your students.

*Main Campus

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